

An Evaluation of CHAMPS for Classroom Management

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## White Paper

This white paper is the result of a research study conducted in Fort Worth Independent School District (FWISD), a large urban school district in North Texas, which examined teacher perceptions of a proactive classroom management system known as Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS). It was intended to reveal how CHAMPS is perceived by teachers in guiding them to make effective decisions about managing student behavior. The following research questions guided the study to determine if CHAMPS currently in use at elementary schools in FWISD is an effective classroom management plan:

- 1) How have teachers structured their classroom for success?
- 2) How do teachers teach behavioral expectations to students?
- 3) How do teachers observe and supervise students?
- 4) How do teachers interact positively with students?
- 5) How do teachers correct fluently in their classrooms?

The research study’s participants included seven female classroom teachers at the elementary level. The demographics of the participants varied regarding age, teaching experience, level of education, and grade level taught. Each of the participants in this study confirmed that they attended the five sessions of CHAMPS training that were offered by the district during 2013-2015. Table A1 shows each participant’s age, race, years of teaching, highest level of education attained, school year CHAMPS was implemented in the classroom, and the grade taught when implementing CHAMPS. All participants were female and numeric codes were substituted for participant names to ensure confidentiality, including when presenting the aggregate data.

Table A1

### *Participant Demographics*

Participant #	Age	Race	Years of Teaching	Highest Level of Education Attained	Year Implemented CHAMPS Training in Classroom	When Implementing CHAMPS, Grade(s) Taught
01	31–40	Black/AA	1–5	Bachelor’s	2014–2015	5th
02	31–40	Hispanic/Latino	11–15	Master’s	2014–2015	1st
03	31–40	Black/AA	1–5	Master’s	2014–2015	4th
04	51–60	Other	16–20	Master’s	2013–2014	K–5th
05	21–30	Black/AA	1–5	Master’s	2014–2015	1st & 2nd
06	31–40	White	1–5	Bachelor’s	2014–2015	5th
07	41–50	Hispanic/Latino	1–5	Bachelor’s	2013–2014	2nd

The methodology used was qualitative case study with data collected using an open-ended questionnaire and a follow-up phone interview. Findings and recommendations from the study

are contained in this paper. The social implications for studying this aspect of the educational system suggests that improvement of classroom management leads to having a positive impact on school climate which has the largest effect on student achievement (Leaman, 2009). A study investigating the use of classroom management strategies by Clunies-Ross, Little, and Kienhuis (2008) revealed that student misbehaviors are a common concern for teachers and a considerable amount of time is spent on behavior management issues.

## **Problem**

**General Background.** Disruptive behavior in schools has been a source of concern for school systems for several years. Indeed, the single most common request for assistance from teachers is related to behavior and classroom management (Rose & Gallup, 2005). Classrooms with frequent disruptive behaviors have less academic engaged time and the students in disruptive classrooms tend to have lower grades and do poorer on standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987). Furthermore, attempts to control disruptive behaviors cost considerable teacher time at the expense of academic instruction. Misbehavior can be time-consuming, but more importantly, it distracts the other students from being able to concentrate (Leaman, 2009). Ratcliff, Jones, Costner, Savage-Davis, and Hunt (2010) conducted a study observing both teachers who were considered by their administrator as strong and those in need of improvement. The results indicated classroom climates differed. With teachers who were in need of improvement, a cycle was observed of student misbehavior, including teacher attempt to control the misbehavior, the student's persistence in continuing the misbehavior, the teacher getting frustrated, and ultimately, an increase in student misbehavior. Jennings and Greenberg (2009) found this cycle of behavior lead to high levels of teacher frustration and burnout.

School discipline issues such as disruptive behavior and violence also have an increased effect on teacher stress and burnout (Smith & Smith, 2006). There is a significant body of research attesting to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll & Smith, 2003). New teachers typically express concerns about effective means to handle disruptive behavior (Browsers & Tomic, 2000). Teachers who have significant problems with behavior management and classroom discipline often report high levels of stress and symptoms of burnout and are frequently ineffective (Berliner, 1986; Browsers & Tomic, 2000; Espin & Yell, 1994). The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving both positive educational outcomes for students and teacher retention.

Effective classroom management is also related to prevention efforts. Children's behavior is shaped by the social context of the environment during the developmental process (Kauffman, 2005). Many behavioral disorders begin with or are made worse through behavioral processes such as modeling, reinforcement, extinction, and punishment (Kauffman, 2005; Patterson, Reid, & Dishion, 1992). The classroom context plays a significant role in the emergence and persistence of aggressive behavior. Early intervention and treatment for students at-risk for emotional and behavioral disorders (EBD) are essential to prevent more serious behaviors from developing (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of maladapted behavior are affected by classroom management practices of teachers in the early grades (Greer-Chase et al., 2002). For example, classrooms with high levels of disruptive or aggressive behavior place children at risk for more serious behavior problems and

Emotional Behavioral Disorders. Research indicates that aggressive students in aggressive or disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase et al., 2002). Research-based approaches to classroom management are necessary to improve both academic and behavioral outcomes for students.

**Local Problem.** As a former assistant principal for Fort Worth Independent School District, I observed that student behavior is a common concern for teachers, as they spend a considerable amount of time on behavior management issues. I had both direct and indirect exposure to the problem of an increase in office discipline referrals and suspensions. My direct exposure to the problem was applying the consequences to those students who had multiple office discipline referrals for behavior issues that disrupted classroom instruction. My indirect exposure to the problem was assisting teachers through professional development sessions about how to effectively motivate and encourage positive behavior in the classroom by developing a systematic classroom and discipline plan. Such sessions were necessary for teachers who had significant behavioral challenges with students who disrupted instruction in their classrooms. These teachers had a desire to spend their time teaching instead of redirecting students who engaged in disruptive behavior in the classroom that resulted in office discipline referrals.

According to the Fort Worth Independent School District's Discipline Action Summary Report (2010–2014), data revealed that between 2010–2011 and 2011–2012, there was an increase of over 50% in discipline referrals that resulted in out-of-school suspensions (OSS). On a statewide level, the Texas Education Agency (TEA) reported that ISS and OSS have slightly decreased each year by a meager 1% over four years. During the 2009–2010 school year, the TEA reported that 18% of students received ISS and OSS; in the 2010–2011 school year, 17% of students received ISS and OSS; in the 2011–2012 school year, 16% of students received ISS and OSS; and in the 2012–2013 school year, 15% of students received ISS and OSS (TEA, 2013). The data serve to support the existence of the problem and its impact on the districts and its teachers.

Teachers are experiencing difficulties with student discipline and spending more time redirecting students, which results in instruction being less productive, negatively affecting all students' learning (Del Guercio, 2011). Discipline problems are time-consuming, but more importantly, they negatively affect the academic performance of all other students in the classrooms in which they occur (Leaman, 2009). These problems had an overwhelming impact on the sample school district; however, it was also representative of what was occurring on a broader scale, thus many districts are searching for ways to resolve the problem. The problem needs a solution because its consequences are far-reaching, in that it affects the students' academic preparedness for the next grade level and the real world.

## **Summary of Research Findings and Related Research**

### **Research Question 1: How Have You Structured Your Classroom for Success?**

**Findings.** Organizing the classroom (e.g., the physical setting, schedule, quality instruction routines, and procedures) has a huge impact on student behavior. Table A2 highlights the finding from the participant responses to Research Question 1.

Table A2

*Participant Responses to Research Question 1*

Participant	Responses to Research Question 1
#01	“I have structured my classroom for success by posting rules and expectations. I also post a daily agenda, which allows students to be aware of what we are going to do for the day. Students sit with partners and can easily move to groups or individuals if needed.”
#02	“I have set and plan to set guidelines for success.”
#03	“I implemented procedures and expectations for students to easily follow.”
#04	“Teamwork and cooperation. Spends the entire week at the beginning of school to teach how to get along and conflict and resolution.”
#05	“Yes, students were engaged in the classroom, when I used extended color chart, it helped the students make good choices.”
#06	“Making sure to have clear expectations posted and practice them as well.”
#07	“I typically try to refocus students by using visual cues or slight touches on the shoulders as I am traveling around the classroom. If I have to call on someone, I might say his or her name and continue the conversation or lesson as I redirect or grab the student's attention. I sometimes just walk by and point to what they should be doing, while still continuing the lesson.”

**Relationship to the literature.** The findings from the participants’ responses to RQ1 are consistent with the literature on organizing classrooms to prompt responsible student behavior. Setting structure has a significant impact on the behaviors and attitudes of individuals in that setting. Structure and routine involve behaviors that support academics. Scheuermann and Hall (2015) use effective behavior intervention strategies (e.g., practical, step-by-step guidelines to structure the classroom) to make behavior management easier and more effective for teachers. Research supports engaged students equal improved academic achievement: “A student predictor of academic achievement is the number of times students are actively engaged in learning. This link between time and learning is one of the most enduring and consistent findings in educational research” (Gettinger & Ball, 2008).

**Research Question 2: How Do You Teach Behavioral Expectations to Students?**

**Findings.** Teachers teaching students how to behave responsibly and respectfully during teacher-directed instruction, independent seatwork, cooperative groups, tests, and transitions. Table A3 highlights the findings from the participant responses to Research Question 2.

Table A3

### *Participant Responses to Research Question 2*

Participant	Responses to Research Question 2
#01	“I teach behavioral expectations by modeling. I have students model expected behaviors and I reward students for consistently meeting those expectations.”
#02	“Model and use behavior charts.”
#03	“I show the students the correct way the first time and the incorrect way the second time. I have students to demonstrate the behavior.”
#04	“Post posters and constantly remind students about the expectations.”
#05	“We played games or made an expectation chart and the students composed it themselves and we all agreed to follow these classroom rules.”
#06	“By modeling and also praising those that are meeting expectations. If they are doing something incorrect I tell them how they can fix it.”
#07	“Expectations are taught at the beginning of the school year, along with the students’ input. I believe the students need to be a part of the process to have value in the standards taught and used along with the classroom ‘rules’ agreed upon at the beginning of the year. They are posted in a prominent location that will be viewed and referenced as needed.”

**Relationship to the literature.** The findings from the participants’ responses to RQ2 are consistent with the literature on teachers teaching students expectations regarding how to behave responsibly within the structure that is created. Providing examples of teaching behavior, and re-teaching as needed, helps individuals achieve their full potential. According to Evertson and Emmer (2013), two of the most important concerns for new teachers are dealing with student misbehavior and encouraging student motivation, which is based on 30 years of research and experience in more than 500 classrooms. Evertson and Emmer present guidelines for planning, implementing, and developing classroom management tasks to establish classrooms that encourage learning. It is the responsibility of the teachers to define, teach, remind, celebrate, and correct student behavior, as related to the defined expectations. Pairing explicit instruction with consistent reinforcement is a more effective and positive approach to creating an atmosphere where appropriate social behavior becomes an established norm. Research found that inconsistent responses to inappropriate behaviors and an over-reliance on punishment do not result in a decrease of the inappropriate behavior (Sugai, 2008; Sugai & Horner, 2002). In addition to academics, teachers must also provide guidelines for success with specific information about attitudes, traits, and behaviors that will help their students succeed in school and throughout their lives. Having these guidelines has shown to be of benefit to all students and may decrease the number of other supports that students need (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

### **Research Question 3: How Do You Observe and Supervise Students?**

**Findings.** Teachers observe and supervise students by actively monitoring student behavior in the classroom and by using meaningful data to observe student behavior to observe

**patterns over time.** Table A4 highlights the findings from the participant responses to Research Question 3.

Table A4

*Participant Responses to Research Question 3*

Participant	Responses to Research Question 3
#01	“I monitor students by walking around and checking for understanding. I may stop and ask a student a question to get them on the right track or have a student explain to the group why an answer may be correct. I like to be more of a supervisor once students are set to work. Once they have all instructions and are working on their assignment, I walk around, observe, answer questions, and redirect as needed.”
#02	“All throughout the day.”
#03	“I continuously walk around the room monitoring.”
#04	“During PE, I’m constantly walking around and observing students.”
#05	“I walk around the room.”
#06	“I never sit at my desk, I am constantly walking around so that there is always proximity to as many kids as possible.”
#07	“All points of the classroom need to have view and access by all students and the teacher. If the students ‘buy in’ to the classroom rules and behavior expectations, they will help monitor and supervise themselves and others.”

**Relationship to the literature.** The findings from the participants’ responses to RQ3 are consistent with the literature on observing whether students are meeting expectations. Teachers circulating and visually scanning the classroom means collecting and analyzing meaningful data on student progress. School-Wide Positive Behavioral Interventions and Supports has a large evidence base for preventing and addressing externalizing problem behavior (McIntosh, Ty, & Miller, 2014). According to McIntosh, Ty, and Miller (2014), the School-Wide Positive Behavioral Interventions and Supports approach may support students with, or at risk of, internalizing problems including the following: improving the clarity and predictability of the social environment, discouraging problem behavior that can threaten student safety, allowing instruction to take place, teaching effective responses to perceived environmental threats, and indirectly reducing internal problems by addressing external problems.

**Research Question 4: How Do You Interact Positively With Students?**

**Findings.** **Focusing more time and attention on acknowledging positive behavior than on responding to negative behavior and provide specific feedback on their behavior provides positive interaction with students.** Table A5 highlights the findings from the participant responses to Research Question 4.

Table A5

*Participant Responses to Research Question 4*

Participant	Responses to Research Question 4
#01	“I speak to students every day at the door, when they enter. I ask them how they are doing. I may make a comment about something they are wearing, or ask about something that I know they did the previous day. I’m a teacher that smiles, and I think that ensures students that I am there because I love what I do, and I care about them.”
#02	“My demeanor is calm.”
#03	“I give positive praise when students are following expectations.”
#04	“Praising them and telling them what they did right, wrong, and how they can improve.”
#05	“By offering students kind words of encouragement.”
#06	“Stickers and stamps as well as student of the week.”
#07	“Positive praise impacts students in a much greater capacity than negative attention. Because some attention is better than no attention, the students that tend to misbehave are often times are the ones that need more attention and praise. If they begin to get positive attention, they sometimes become better students because of the degree of interaction. The students that <i>need</i> the attention will then try to become the best students to keep receiving praise rather than chastisement.”

**Relationship to the literature.** The findings from the participants’ responses to RQ4 are consistent with the literature on interacting positively with students. Teachers are providing frequent non-contingent attention to build a relationship and frequent, age-appropriate positive feedback to acknowledge students’ efforts to be successful. Many strategies exist to promote positive classroom behavior (Shea, Bauer, & Walker, 2007; Wheeler & Richey, 2005). These strategies include relationship-building strategies, social skills instruction, self-management techniques, and behavior reduction techniques. Acknowledging positive aspects of student behavior creates a classroom environment that supports learning and promotes positive classroom behavior (Spencer & Boon, 2006). Negative responses to student behavior can escalate the misbehavior and limit interactions between students and teachers; therefore, it is recommended that teachers focus on positive aspects of student behavior (Mesa, Lewis-Palmer, & Reinke, 2005; Mitchem, 2005). Scheuermann and Hall (2015) recommend that teachers attempt to ensure a positive social atmosphere in their classrooms to show students that they are welcome and that their work and presences are valued.

**Research Question 5: How Do You Correct Students Fluently in Your Classroom?**

**Findings.** To increase the chances that the flow of instruction is maintained, teachers respond in a brief, calm, and consistent manner building a plan that allows the student to learn and exhibits appropriate behavior. Table A6 highlights the findings from the participant responses to Research Question 5.

Table A6

### *Participant Responses to Research Question 5*

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Participant	Responses to Research Question 5
#01	“Walk to students to ask what they are doing, what should they be doing, and how are they going to fix it.”
#02	“According to personalities and abilities.”
#03	“First provides a warning both nonverbal and verbal, then provide a consequence to sit out and complete a reflection sheet in another teacher’s class and then they can return to my class. This method makes them accountable for their behavior.”
#04	“Utilized the ‘Think Tank’ to have students think about their behavior and have them reflect about their behavior when they misbehaved.”
#05	“Utilize a color system that consisted of 7 colors instead of 3–5 that allowed students to be more accountable for their own actions by improving their behavior and redirecting them with how to make progress.”
#06	“Formative assessments and constant checks for understanding. If there is a student that is struggling I make sure I can get around to them at some point before the class ends or assign a peer tutor.”
#07	“Structure, high expectations, increased personal responsibility, lots of unconditional love, and a deep sense of exposure and praise for even the smallest of accomplishments.”

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**Relationship to the literature.** Scheuermann and Hall (2015) suggest strategies for developing a positive classroom climate that focused on the behavior management environment. Rather than keeping a close watch on students for misbehavior, “catch” students behaving appropriately and reinforce students who are following the classroom rules, performing academically as expected, helping their peers, and displaying behaviors that deserve praise and reinforcement. Research has consistently shown that students learn more efficiently when they receive immediate feedback about their behavior (Gettinger & Ball, 2008; Hudson & Miller, 2006). In addition, with chronic and severe misbehavior, the teacher is prompted to consider the function of the misbehavior and build a corresponding plan to help the student learn and exhibit the appropriate behavior (Alberto & Troutman, 2006).

### **Outcomes**

This program evaluation measured outcomes by collecting and analyzing data, which answered the guiding research questions of whether CHAMPS was achieving its intended outcomes. The data collected were in the form of archived discipline data, participants’ responses from a questionnaire, and follow-up phone interviews with participants. Qualitative data were collected as part of this program evaluation and were considered summative for reporting purposes because the data were collected at the end of the 2014–2015 school year. Along with the guiding research questions, additional open-ended questions were asked to determine the participants’ perceptions of CHAMPS as an effective behavior management system in their classrooms.

The following is a summary of the outcomes:

- **All of the participants explained how they successfully implemented CHAMPS in their classrooms based on its principles of structuring the classroom for success, teaching behavioral expectations to students, observing and supervising students, interacting positively with students, and correcting students fluently in their classrooms.**
- **All of the participants observed a decrease in discipline referrals since they implemented CHAMPS.**
- **All of the participants revealed that CHAMPS met their needs as an effective classroom management system. These results are outlined in Table A7 and Table A8 based on the participants' responses and their perceptions of the effectiveness of the CHAMPS strategies.**

Table A7

*Effectiveness of CHAMPS According to Participant Responses*

Participant	01	02	03	04	05	06	07
Research Question 1	E	E	E	E	E	E	E
Research Question 2	E	E	E	E	E	E	E
Research Question 3	E	E	E	E	E	E	E
Research Question 4	E	E	E	E	E	E	E
Research Question 5	E	E	E	E	E	E	E
Overall Findings of Implementing CHAMPS	S	S	S	S	S	S	S
Teacher Perceptions of CHAMPS	S	S	S	S	S	S	S

*Note.* E = effective. S = successful.

There was consistency between the findings of this study and a review of literature. The responses given suggest that the training for the CHAMPS program is effective because the CHAMPS strategies for classroom management are being implemented. From the data gathered, it is possible to surmise that the teachers who are being trained in CHAMPS are successfully implementing the strategies and perceive it as an effective classroom management system that has positively impacted student discipline in the classroom.

**Recommendations Driven by the Results**

*Results: CHAMPS can improve classroom situations and make the environment conducive to learning.*

**Recommendation #1:** Provide professional development sessions of CHAMPS for ALL teachers to ensure they are knowledgeable in putting a successful behavior management system in place.

Professional development in the *CHAMPS* program will help teachers:

- **Improve classroom behavior (on-task, work completion, cooperation)**
- **Establish clear classroom behavior expectations with logical and fair responses to misbehavior**
- **Motivate students to put forth their best efforts (perseverance, pride in work)**
- **Reduce misbehavior (disruptions, disrespect, non-compliance)**
- **Increase academic engagement, resulting in improved test scores**
- **Spend less time disciplining students and more time teaching them**
- **Teach students to behave respectfully and to value diversity; thereby, reducing cultural differences that may manifest as misbehavior**
- **Feel empowered and happy to be in the classroom**
- **Develop a common language about behaviors among all staff**
- **Create a plan for orienting and supporting new staff**
- **Reduce staff burnout**

Research supports the claim that those who create systems, structures, and conditions to build capacity for professional development are successful school leaders (Hallinger & Heck, 2010). It is critical that principals and teachers work together to focus on strategic school-wide actions through formal planning and implementation (Fernandez, 2011). Formal, structured planning should allow for school personnel to become more introspective, as well as, creating the space and time for constant individual and team reflection. Schools should move away from traditional planning and evaluation cycles and adopt a process that enables deeper understanding of beliefs and values school wide by developing a *Theory of Action*.

A Theory of Action involves the analysis of what an organization believes and values which leads to the development of specific and measurable school goals. In addition, a Theory of Action clearly communicates what the school believes will improve student achievement and how they plan to accomplish this (Robinson & LeFevre, 2010). A Theory of Action is often stated as a series of “if/then” statements. When the process of developing a Theory of Action is a shared effort including all stakeholders, teachers take greater ownership because they feel that the effort was inclusive and not imposed. Specific details on how to create a Theory of Action can be found in the book “Theory in Practice, Increasing Professional Effectiveness” by Chris Argyris and Donald Schon (1974). A general summary of the process follows:

1. Develop a long-term vision of success. What do you want your organization to be like and/or to achieve?
2. Formulate short-term, or outcome, goals.
3. Uncover the underlying values and beliefs that are held by teachers and staff members.
4. Discuss contributing and external factors (both positive and negative).

5. Identify and align activities/strategies to achieve the short-term goals, keeping in mind the underlying values and beliefs, and the external factors.
6. Test your assumptions using people that were not involved in the process. Ask if the work is logical and makes sense.

***Results: CHAMPS, derived from the Positive Behavior Support (PBS) model, offers an approach for developing an understanding of why students engage in problem behavior and strategies for preventing the occurrence of problem behavior while teaching students new skills.***

**Recommendation #2: Incorporate an active monitoring component of the CHAMPS model to provide additional support to teachers in learning how to:**

- **Establish a vision for their classrooms**
- **Organize classrooms for student success**
- **Prepare for the first month of school**
- **Specify classroom behavioral expectations**
- **Motivate even the most uncooperative students**
- **Monitor and revise classroom behavioral plans**
- **Correct specific misbehaviors**

Some children, due to their challenging behavior, require systematic and focused instruction to learn appropriate social and emotional skills. These skills include identifying and expressing emotion, self-regulation, cooperative responding, initiating and maintaining interactions, handling disappointment and anger, and forming friendships.

Challenging behavior includes:

- Any repeated pattern of behavior that interferes with learning or engagement in social interactions with peers and adults.
- Behaviors that do not respond to social interaction guidance and frameworks (e.g. creating a positive social environment, universal design, developmentally appropriate practice).
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior, property destruction, self-injury, noncompliance, and withdrawal.

PBS is an approach for analyzing and changing a child's problem behavior. The process begins with understanding why a child engages in undesirable behavior such as aggression, tantrums, property destruction, and/or social withdrawal. After analysis by a PBS team, strategies are selected to prevent the occurrence of the problem behavior while teaching the child new skills. The following six steps are essential to developing and implementing an effective behavior support plan:

1. **Building a Behavior Support Team**-PBS begins by developing a team of the key stakeholders or individuals who are most involved in the child's life. This team should include the family and early educator, but may also include friends, other family members, therapists, and other instructional or administrative personnel.

2. Person-Centered Planning-Person-centered planning provides a process for bringing the team together to discuss their vision and dreams for the child. Person-centered planning is a strength-based process that is a celebration of the child and a mechanism of establishing the commitment of the team members to supporting the child and family.
3. Functional Behavioral Assessment-Functional assessment is a process for determining the function of the child's problem behavior. Functional Assessment or Functional Behavioral Assessment (FBA) involves the collection of data, observations, and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior.
4. Hypothesis Development-The functional assessment process is completed with the development of a behavior hypothesis statement. The behavior hypothesis statement summarizes what is known about triggers, behaviors, and maintaining consequences and offers an informed guess about the purpose of the problem behavior.
5. Behavior Support Plan Development-Once a behavior hypothesis statement is developed to summarize the data gathered from the functional assessment process, the team can develop a behavior support plan. Essential components of the behavior support plan are prevention strategies, the instruction of replacement skills, new ways to respond to problem behavior, and lifestyle outcome goals.
6. Monitoring Outcomes-The effectiveness of the behavior support plan must be monitored. This monitoring includes measurement of changes in problem behavior and the achievement of new skills and lifestyle outcomes.

***Results: When educational institutions conduct program evaluations of CHAMPS on a routine basis, it serves to facilitate a program's development, implementation, and improvement by examining its processes and/or outcomes.***

**Recommendation #3: Conduct future program evaluations with the intent of furthering the development and improvement of CHAMPS.**

Program evaluation allows programs to: determine overall effectiveness in meeting program goals and objectives, determine at what level program activities are being implemented, and identify strengths and weaknesses in program implementation and program effectiveness through tools such as exit interviews, surveys, observations, recruitment, counseling, or tutoring logs, and research analyses (finding correlations between practices and results). Program evaluation analysis can lead to developing recommendations for changes resulting in program improvement.

Purposes for program evaluation include the following:

- Demonstrate program effectiveness to funders
- Improve the implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding
- Support the need for increased levels of funding

- Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation
- Document program development and activities to help ensure successful replication

## **Conclusion**

Disruptive student behavior in the classroom is a major concern in school systems today. Students in classrooms with frequent disruptive behavior experience less academic engagement and lower academic outcomes (Shinn et al., 1987). Teachers who experience difficulty controlling classroom behavior have higher stress and higher rates of burnout (Smith & Smith, 2006) and find it difficult to meet the instructional demands of the classroom (Emmer & Stough, 2001). Lack of effective classroom management may also worsen the progression of aggressive behavior for children in classrooms with higher levels of disruption (Greer-Chase et al., 2002). Effective approaches to managing the classroom environment are necessary to establish environments that support student behavior and the learning process as well as to reduce teacher stress and burnout. The purpose of this program evaluation was to examine the effects of CHAMPS practices to reduce disruptive behaviors of students in the classroom at the elementary level.

CHAMPS practices had a positive effect on decreasing problem behavior in all the participant teachers' classrooms. Teachers in this program evaluation indicated less disruptive behavior in the classroom. They all communicated a positive effect that significantly impacted the classroom environment. Thus, it can be surmised that teachers who use CHAMPS can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur.

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